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ABSTRACT

The I CAN primary and secondary physical education curriculum resource materials were developed, field tested, and published 1971-1979. The Achievement Based Curriculum Model, a systematic training process designed to assist teachers in using the I CAN database resource materials to improve the quality of teaching and instruction, was developed and field tested 1978-81. The I CAN-ABC was approved by the Joint Dissemination Review Panel for dissemination via the National Diffusion Network 1981-1991 as an exemplary physical education program. I CAN materials cover the essential skill content typically addressed in physical education for all children. The materials were designed to accommodate children functioning at a wide range of skill levels. These two features with the ABC process model allows I CAN-ABC to address the needs of all children, handicapped and nonhandicapped, in the mainstream and/or special education settings. In this report, the scope and format of the I CAN materials are described, including how teachers use these materials to implement the ABC Model. An overview of compatible curriculum resource materials for early childhood play and motor skills program is presented. (Author)

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Materials :Primary Through Secondary

Submitted to ERIC Clearinghouse on Teacher Education

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SP031536

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ABSTRACT

The I CAN primary and secondary physical education curriculum resource materials were developed, field tested and published 1971-1979. The Achievement Based Curriculum Model, a systematic training process designed to assist teachers in using the I CAN data based resource materials to improve the quality of teaching and instruction, was developed and field tested 1978-81. I CAN-ABC was approved by the Joint Dissemination Review Panel for dissemination via the National Diffusion Network 1981-1991 as an exemplary physical education program that works. I CAN materials cover the essential skill content typically addressed in physical education for all children. The materials were designed to accommodate children functioning at a wide range of skill levels. These two features with the ABC process model allows I CAN-ABC to address the needs of all children, handicapped and nonhandicapped in the mainstream and/or special education settings. In this report, the scope, and format of the I CAN materials are described including how teachers use these materials to implement the ABC Model. An overview of compatible curriculum resource materials for early childhood play and motor skills program is presented.

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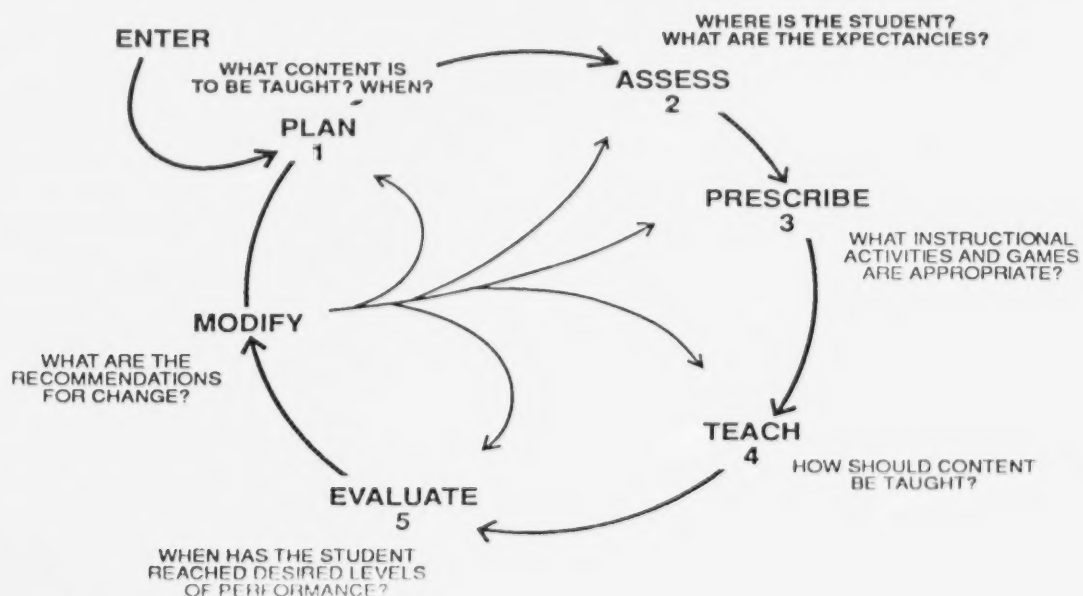
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INTRODUCTION

Motor performance research on children with moderate handicaps had shown that these children were two to four years behind their non-handicapped peers on physical fitness measures and the acquisition of motor skills (Francis & Rarick, Widdop, & Broadhead, 1970; Adams, 1971; Dobbins & Rarrick, 1977). Research also had demonstrated that these deficits could be remediated through the provision of appropriate instruction and opportunities to practice (Oliver, 1958; Corder, 1966; Solomon & Prangle, 1966; Brown, 1968; Chasey & Wyrick, 1971). I CAN resource materials were developed to respond to the need for a physical education curriculum for children who were moderately handicapped (Wessel, 1979a; Wessel, 1979b; Wessel 1979c).

Although I CAN was initially developed to meet the needs of moderately handicapped children, it soon became apparent that there was an equal need for both materials and a systematic training process to assist educators in the provision of appropriate physical education instruction in both regular and special education classes (Bird & Gansneder, 1979). The ABC model was developed and field tested (1978-1981) in schools to help teacher improve the quality of instruction and teaching in physical education. The five components of the ABC model is depicted below:

IMPLEMENTATION OF THE I CAN ACHIEVEMENT BASED CURRICULUM MODEL



The model was designed to assist classroom teachers, physical education specialists, singly and/or in combination (itinerant) to use the I CAN resource materials in mainstream and/or special education settings. Teachers and student performance data reports submitted to the Joint Dissemination Review Panel (JDRP) resulted in approval as Project I CAN-ABC to be disseminated via the National Diffusion Network (NDN) 1981-1991 (JDRP Evaluation Report, 1981; JDRD Evaluation Report, 1985; Wessel, Holland and Kelly, 1989). The I CAN-ABC Model has been continuously evaluated and revised to meet federal and state mandates and the changing needs of teachers and schools to improve the quality of teaching and instruction for all students (Wessel and Kelly, 1986; Holland and Wessel, 1989). I CAN-ABC background is summarized below:

- | | |
|----------------------------------|---|
| Developed: | <p>I CAN Primary Materials 1976; I CAN Secondary Materials 1979.</p> <p>Operated: ABC Model training process 1978-1981</p> <p>Evaluation: Evaluated and approved by the Michigan Department of Education in 1979 and by U.S. Department of Education, Joint Dissemination Review Panel (JDRP) 1981 and 1985.</p> <p>Dissemination: National Diffusion Network (NDN) Programs That Work as Project I CAN-ABC from 1984-1991.</p> |
| Developer: | <p>Janet A. Wessel, Ph.D.</p> <p>Professor Emeritus</p> <p>Michigan State University</p> <p>East Lansing, Michigan 48823</p> <p>Developed with USOE-OSE funding 1971-1979 and Michigan Department of Education funds in 1978.</p> |
| National Diffusion Network (NDN) | <p>The NDN located in the Recognition Division of the U.S. Department of Education is the nation's largest educational diffusion network disseminating exemplary programs that work for school adoptions. These are programs evaluated and approved for dissemination via NDN by the JDRP, renamed Program Effectiveness Panel (PEP).</p> |

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I CAN Curriculum Resource Materials

Two Major Components. I CAN Curriculum Resource Materials consists of two major components: 1) the I CAN Implementation Guide: Teaching ABC provides the information necessary to appropriately use the materials to implement the ABC Model; and 2) the Instructional Resource Materials, Primary and Secondary Modules guide the systematic teaching of a large variety of independent physical education content.

The Implementation Guide includes the five components of the ABC Model: 1) planning the program., 2) assessment of student status, 3) prescription of instruction based on assessed needs, 4) implementation of the teaching/learning activities and games associated with the prescription, and 5) evaluation and reporting results of instruction-- student achievement outcomes and program effectiveness.

The I CAN materials are designed for use by classroom teachers and/or physical education specialists. The material design specifications resulted in a program which: 1) provides for diagnostic-prescriptive teaching of students who range in ability from near zero competence to functional competence on a wide variety of physical performance skills; 2) is responsible to the needs of local educational agencies either to develop a complete program or to supplement an already existing program; 3) is not dependent on sophisticated equipment and/or facilities; 4) promotes user compliance with federal, state and district mandates; and 5) promotes the implementation of best instructional practices, aligning and integrating the curriculum with testing, curriculum based measurement system for all children to achieve desired learning outcomes.

Primary and Secondary Skill Modules. The I CAN Performance Objectives, curriculum based measurement system, with related instructional resource materials are grouped into units (i.e. run, jump, hop, skip, etc., are grouped in unit Locomotor Skills). Each unit is packaged in a notebook and each box (Module) contains two notebooks, a pad of class performance score sheets, Individual Record of Progress,

game cards. The Instructional Resource Materials are divided into Primary and Secondary Modular content as listed below:

Primary Skill Modules

Body Management
Fundamental Skills
Health-Fitness
Aquatics

Secondary Skill Modules

Backyard and Neighborhood Games
Dance and Individual Sports
Outdoor Activities
Team Sports

Aquatics and Health-Fitness are age and developmentally appropriate for both Primary and Secondary Programming.

Performance Objectives and Resources. Primary content includes 71 performance objectives (POs): for chronological ages five through 14. Four content areas are represented by the 71 POs: fundamental motor skills, 23 POs; body management, 18 POs; health and fitness, 15 POs; and aquatics, 15 POs. The secondary content includes 79 POs for students ages 15 through 25. Four content areas are also represented by the 79 secondary POs: backyard/neighborhood activities, 17 POs; team sports, 21 POs; outdoor activities, 14 POs; and dance and individual sports, 27 POs. The I CAN Primary and Secondary Modules are Published and available from Hubbard, Box 104, Northbrook, IL 60062

For each PO the first resource provided is a task analysis of the objective. Each performance objective is divided into sequential skill levels which describe a range in performance from near zero to functional competence. The skill levels are generically stated as : 1) assisted performance, 2) rudimentary performance, 3) qualitative pattern (biomechanically efficient), 4) qualitative pattern plus a distance and/or control criterion, and 5) functional performance (a qualitative pattern plus distance and/or control and accuracy at a criterion level enabling participation in leisure or recreational games and activities). The skill levels of all POs are stated in behavioral terms and have both qualitative and quantitative performance standards. Each skill level (e.g., skill level of the overhand throw) is then further task analyzed into smaller observable components of the skill which are referred to as "focal points". The task analysis of each performance objective is used as the criterion-referenced or qualitative assessment item for evaluating that skill. Specific instructions and directions are provided within each skill level for soliciting the desired performance.

I CAN

PERFORMANCE OBJECTIVE: TO DEMONSTRATE A FUNCTIONAL CATCH

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To catch with assistance. 2. To catch without assistance.  b. 3. To demonstrate a mature catch.    a. b. c. d. 4. To move into position and catch.	Given a verbal request, a demonstration, and physical assistance, the student can catch or trap, with hands or arms and chest, an 8 to 12 inch ball lofted directly into his arms from a distance of 3 to 5 feet. The student can maintain control of the ball 2 out of 3 times without resistance. Given a verbal request, a demonstration, and the ability to catch with assistance, the student can catch (grasp or trap with hands or arms and chest) an 8 to 12 inch ball lofted softly to the middle of the chest from a 6 foot distance. The student can do this 2 out of 3 times in this manner: - Eyes focused on ball, adjusting the arm position to receive the ball on cue from watching the ball's path - Trap or catch ball with hands or arms and chest. Given a verbal request, a demonstration, and ability to catch without assistance, the student can catch a 6 inch playground ball tossed to chest height from a 15 foot distance 2 out of 3 times in this manner: - Hands in front of the body, elbows flexed near sides in preparatory position - Extension of the arms in preparation for ball contact - Contact the ball with hands only (fingers spread and slightly flexed with palms facing) - Elbows bend as arms absorb the force of the ball - Smooth (<i>not</i> mechanical or jerky) integration of four previous points. Given a verbal request, a mature catching pattern, and a demonstration, the student can catch 2 out of 3 times a 4 to 6 inch ball projected at least 10 feet high from a distance of at least 20 feet to a point within 5 feet of the student. Student moves into position to receive the ball on cue from watching the ball's path.

The next resource provided for each objective is a sample Assessing Activity. The sample assessing activity describes a way to organize the class in an activity so that the teacher can observe and assess the students' performance. It is important to note that the assessing activity provided is only an example and that teachers are encouraged to modify and/or substitute other activities to meet their unique needs.

I CAN

ASSESSING ACTIVITIES

PERFORMANCE OBJECTIVE: To Demonstrate A Functional Catch

1. Engage students in catching activity.
2. While you teach, assess students' entry level status.
3. After sufficient observation, record their status using the Class Performance Score Sheet.
4. Note which skill level each student has mastered.
5. Observe each student's particular style to determine whether your teaching strategy should involve verbal or nonverbal techniques of communication.
6. Plan lessons according to students' needs and their statuses, based on your physical education goals.
7. Continue to teach and assess students using I CAN Instructional Activities.

DIRECTIONS	ORGANIZATION & MATERIALS
Organize the students into stations of semi-circles with an aide or student standing 10-15 feet from the students and tossing the ball. Introduce the catch. Model the mature catch as defined in the Performance Objective description: - preparatory position - extend arms - hands contact ball - arms absorb force - catch smoothly Tell students: DO THIS CATCH. Give each student several opportunities to catch. Physically assist students who do not catch. At each station, the teacher or aide will teach and assess students' performance. Repeat the activity until all students are assessed, or until students become tired.	Organization  Materials One 6-inch playground ball per station

A Class Performance score Sheet (CPSS) is also provided for each objective to assist the teachers in recording student performances. The CPSSs are provided in a separate spiral bound book in the box. Two CPSSs are provided for each objective: a complete (front page) and a simple (back page). The complete CPSS is the preferred form since it provides the greatest amount of information for prescribing instruction and evaluating student performance. The simple form is provided for situations where the complete form is too time consuming such as a general needs assessments and for use with classes containing large numbers of students.

I CAN

CLASS PERFORMANCE SCORE SHEET

PERFORMANCE OBJECTIVE: Catch

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
■ = Achieved
○ = Not achieved

SCORING		FOCAL POINTS										STD.	*PRIMARY RESPONSES		Number of focal points achieved on initial assessment	Number of focal points targeted to be achieved	Number of focal points actually achieved by final assessment
Assessment:		Trap or Catch										2/3 times	NA = Nonattending NR = No response UR = Unrelated response O = Other (specify in comments)				
Reassessment:		a Eyes Focused on Ball										2/3 times					
		b Trap or Catch										2/3 times					
		a Preparatory Position															
		b Arm Extension										2/3 times					
		c Hands Contact Ball										2/3 times					
		d Arms Absorb Force															
		e Smooth Integration										2/3 times					
		Move into Position										2/3 times					
		4 Primary Responses*															
NAME		a	b	a	b	c	d	e			COMMENTS						
1. John J.		O	O	O	O	O	O	O	O				2				
2. Katie B.		X	X	X	X	O	O	O	O	O			2				
3. Susan D.		X	X	X	X	X	X	X	X	O			1				
4. Mark W.		X	X	X	X	O	X	O	O	O	JERKY		2				
5. John S.		X	X	X	X	X	X	X	X	O	ARMS EXTENDED - NO GIVE		1				
6. Scott W.		O	X	O	O	O	O	O	O	O			2				
7. Judy E.		X	X	O	X	O	O	O	O	O	Doesn't Look at Ball		2				
8. Cindy C.		X	X	X	X	O	X	O	X	O	INCONSISTENT		2				
9. Kirk D.		X	X	X	X	X	X	X	X	O	SLOW REACTING		1				
10. Jay L.		X	X	X	X	X	O	O	X	O			1				
11. Larry C.		X	X	X	X	X	O	X	X	O			1				
12. Sherry R.		X	X	X	X	X	O	O	O	O			2				
13. Linda P.		X	X	X	X	X	O	O	O	O			2				
14. Chuck A.		X	X	X	X	O	O	O	O	O			2				
15. Greg D.		X	X	O	O	O	O	O	O	O			2				

After the teachers have assessed their students, they can then refer to the Instructional Activities provided for each objective in the notebook. Note that a different instructional activity is provided for each focal point within each skill level of the objective. (e.g., the instructional activity for skill level 3, focal point a- preparation position). The instructional activities provide detailed descriptions of how the teacher should organize the instruction as well as what they should do and say. Again, it is important to stress that the instructional activities are provided as a starting point and that the teachers are encouraged to experiment with adapting them to different situations and needs. In addition, each instructional activity is keyed to a game and tied to a specific vocabulary of action words.

I CAN

INSTRUCTIONAL ACTIVITIES

PERFORMANCE OBJECTIVE: Catch

3. To Demonstrate A Mature Catch

TEACHING DIRECTIONS:

1. This activity has five focal points. Review all points before beginning.
2. Organize the class into stations (according to skill level if possible). Students may be paired within the station to allow for extra practice. Arrange students in a semicircle with the teacher or aide standing 10 to 15 feet from the students and tossing the ball.
3. At each station the teacher or aide will teach, assess, and allow for practice of one of the focal points.

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
1. Preparatory position with hands in front of the body, elbows flexed  SUGGESTED SEQUENCE: 1. Toss a 10-inch ball from 10 feet 2. Toss a 10-inch ball from 15 feet 3. Toss a 6-inch ball from 10 feet 4. Toss a 6-inch ball from 15 feet	Place the student's hands in the ready position in front of body, elbows flexed. Use a brightly colored beachball to draw attention. Have student reach out for the ball. Model the correct preparatory action for catching.	Get ready to catch the ball. Hold your hands out. Hold your hands out. Catch the ball. Do this. I am holding my hands out so I can catch the ball. Now you hold your hands out. Catch the ball. Ready catch.	None required Brightly colored beachball about 6 inches in diameter 6-inch playground ball	Stations 
	GAMES Double Line Relay	ACTION WORDS READY BALL CATCH HOLD HANDS DO THIS OUT		

The Games are included in a separate compartment of the box. Each game card is tied to a specific objective and provides clear instructions on how to organize and implement the game. Suggestions are also provided for how the game can be modified. The action words provided with each instructional activity are designed to assist teachers in using a uniform vocabulary used in physical education with that being taught in the classroom.

I CAN

PERFORMANCE OBJECTIVE: Catch

BOUNDARY BALL

Materials:

8 to 12 inch playground ball

Related Social Skills:

- Cooperates by working with others on a team
- Competes as a member of a team
- Follows rules of the game

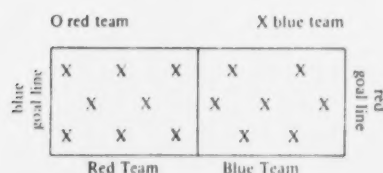
Play Groupings And Age

Teams - 10-14 years 6-9 years*

Object:

To throw the ball across the other team's goal; to prevent opponent's scoring.

ORGANIZATION:



DIRECTIONS:

Divide the students into two teams, scattered about the playing area as diagrammed. Explain the object of the game to each of the two teams.

Say (To the red team): **TAKE THE BALL AND TRY TO THROW IT OVER THE RED LINE, LIKE THIS (demonstrate). YOU MAY RUN WITH THE BALL OR THROW THE BALL TO ANOTHER RED PLAYER. NOW TAKE THE BALL AND THROW IT OVER THE RED LINE. THAT'S HOW YOU SCORE A POINT.** (Repeat to the blue team.)

Have teams practice. Be sure each student understands the object of the game.

Say (To the blue team): **TRY TO CATCH THE BALL SO THAT THE RED TEAM DOESN'T SCORE. CATCH THE BALL SO IT DOESN'T GO OVER THE RED LINE. NOW THROW IT OVER THE BLUE LINE.** (Repeat to the red team.)

Have teams practice, emphasizing the defensive aspects of the game.

Say: **NOW LET'S PLAY. TRY TO SCORE AS MANY POINTS AS YOU CAN.**

During the initial play, reinforce rules when appropriate. When students understand game play, emphasize the correct catching pattern.

TEACHING ALTERNATIVES:

1. Vary the distance of the goal lines.
2. Vary the size of the ball.

- *3. For younger students, revise the object of the game to "keeping the ball(s) out of your team's playing area."

I CAN and The ABC Model. The I CAN Implementation Guide is the same for both the Primary and Secondary Skills Modules. Each chapter of the Guide encompasses the five Achievement Based Curriculum Model components: Planning the Program, Assessment of Students, Prescription, Teaching, and Evaluating the student performance and the program.

Implementation of the ABC Model requires the selection of POs from the primary and/or secondary resource bank in accordance with local criteria which may include: program goals, local leisure and recreational interest, facilities, equipment and available instructional time. Using the steps provided the teachers select POs which best meet the unique needs of their students. Selected POs are then systematically organized into a sequential and appropriate program again using the information and processes supplied in the Curriculum Guide.

Assessment of student performance status on objectives to be taught and setting target tasks for each student in the class is followed by prescription and teaching. Monitoring and adjusting instruction to meet the assessed needs of the student is a continuous evaluation process. Reassessment documents are the degree to which the intended achievements in fact occurred and provides the data necessary to plan subsequent instruction and report student progress. Daily lessons focus on one or more target POs. Instructional activities, games, drill and practice are selected to facilitate student performance on selected POs. In addition, the Guide contains blank Worksheets for Program Planning and Assessment Practice which can be reproduced as needed. One chapter presents case studies for teachers to evaluate their effectiveness in implementing the ABC Model as intended. Each chapter is ended with a Teacher Self-Monitor Form which can be used by the teacher to request more information or training or simply to evaluate their implementation of that particular component of the ABC Model.

Validity and Reliability of the I CAN Objectives. It is obviously not within the scope of this report to review the validity and reliability data associated with each of the 138 performance objectives included in the I CAN resource materials. The validity and reliability of the I CAN objectives were extensively tested during the I CAN development grant (1971-1979) and the results reported in the respective final reports (Wessel, 1979a; Wessel, 1979b). It is also important to note that the task analyses of the objectives were drawn from the existing motor development literature or created and validated by leading experts in motor development. Since their development, the I CAN criterion-referenced test items have been widely referenced in the leading Adapted Physical Education text books (e.g., Sherrill, 1986; Auxter & Pyfer, 1985; and Fisher, 1988). A number of the I CAN performance objectives have also undergone revalidation and have been included in other motor performance tests (e.g., Holland, 1988; Ulrich, 1985) and/or adapted by State's as part of their assessment batteries for physical education (e.g., Michigan State Board, 1984).

Content: Appropriate and Educationally Sound. I CAN is designed for use by physical education specialists and/or classroom teachers. Design specifications resulted in a program which; 1) provides for diagnostic-prescriptive teaching of students who range in ability from near zero competence to functional competence on a wide variety of physical performance skills and knowledges; 2) is responsive to the needs of local educational agencies either to develop a complete program or to supplement an already existing program; 3) is not

dependent on sophisticated equipment and/or facilities; and 4) promotes user compliance with federal, state and district mandates.

The materials have also been designed to cover the scope (primary through secondary) and essential content that is typically addressed in physical education for all children with the additional feature that the I CAN objectives have been designed to accommodate students functioning at a wide range of levels (zero competency to advanced). It is important to note that the objectives included in the I CAN resource materials are applicable to all students. There is not one type or level of overhand throw performance that is correct for the non-handicapped and another form that is acceptable for the handicapped. There is one biomechanically efficient way to perform the overhand throw which is desirable for all students. The design and organization of the materials also make them an ideal resource to be used by itinerant teachers to assist other teachers, aides, and/or parents to follow-up on instruction on specific objectives in physical education. The objective-based design and built in evaluation criteria of the materials also makes them ideal for use in designing special education students' individualized education programs.

I CAN does not dictate when or which objectives should be taught at any given point in a program. These issues are addressed in the ABC planning process and are determined individually by each school based on their student population, community priorities, and available instructional time. This topic is discussed in detail by Wessel and Kelly (1986).

I CAN Performance Objectives: Four Primary Modules

Body Management Module. The Body Management skill area contains essential objectives necessary for the student's motor and cognitive development. These objectives are designed specifically as a foundation for sensory motor learning and environmental interaction. The selection of the gross motor elements was based on criteria in the following areas:

- perceptual-motor development
- balance and stability
- mobility

Such criteria encompass body awareness, directionality-laterality, spatial awareness and body balance.

Performance Objectives

Body Awareness

- Body parts
- Body actions
- Directions in space
- Personal space
- General space

Body Control

- Log roll
- Shoulder roll
- Forward roll
- Static 2-point balance
- Dynamic balances
- Inverted balances

Fundamental Skills Module. Learning fundamental skills is basic to all other motor skill learning. These fundamental skills are necessary for adjustment to socio-leisure, vocational and daily living activities.

Although of great value to all children, fundamental skills are especially important in enhancing the quality of life of the special child. While many normal children seem to learn "instinctively" many of the basic skills involved in play activities, the special child often needs to be "taught" these same basic skills. Therefore, it is important that educators add a strong fundamental skills base to their programs, to enable the special child to reach his/her potential performance level.

Performance Objectives

Locomotor Skills and Rhythm

- Run
- Horizontal jump
- Vertical jump
- Hop
- Gallop
- Slide
- Move to even beat
- Move to uneven beat
- Accent

Object Control

- Underhand roll
- Underhand throw
- Overhand throw
- Continuous bounce (dribble)
- Kick (soccer)
- Dribble (soccer)
- Catch
- Sidearm strike (baseball/softball)

Health/Fitness Module. The development of physical fitness is as important to the special child as it is to the normal child. In gaining the fitness components of muscular strength, endurance, flexibility and relaxation, the child develops a basis for engaging in a wide variety of physical activities and movement experiences. The Health/Fitness objectives can be used in developing functional levels of fitness and posture-related activities.

Performance Objectives

Health/Fitness

Abdominal strength and endurance

Arm/shoulder/chest strength and endurance

Stamina and heart/lung strength and endurance

Trunk and leg flexibility

Relaxation

Daily Living

Ascending stairs/
descending stairs

Pulling/pushing
Holding, carrying

Lifting/lowering objects

Aquatics Module. Swimming provides an opportunity for the special child to engage in many popular recreational and social group activities. Not only is swimming a valuable skill in itself, but it is also necessary for safe participation in any water-related activity such as sailing, water skiing, fishing, ice skating, etc. Aquatic activity also provides a resource for the development of a positive self-concept, physical fitness, independence and a sense of safety. The Aquatics module includes the basic water adjustment skills, basic strokes and self-rescue skills which provide the child with the necessary prerequisites to acquiring other more advanced aquatic skills.

These performance objectives are age and developmentally appropriate content primary through secondary school programs.

Performance Objectives

Basic Skills

Adjust to water

Breath control

Front buoyancy

Back buoyancy

Front flutter kick

Back flutter kick

Wedge kick

Swimming and Entry Skills

Front crawl

Back crawl

Finning

Elementary backstroke

Tread water

Survival float

Jump into water

Front dive

I CAN Performance Objectives: Four Secondary Modules

Backyard/Neighborhood Activities Module. The five skill areas of this Module prepare the student to participate in and enjoy favorite outdoor and family activities. Attainment of the skills and practical knowledge of the how-to-rules of the games in the Module greatly broaden daily living experiences and provide continuing development of the student's motor and cognitive abilities. Familiar neighborhood surroundings for these activities foster students' feelings of self-worth. The popularity of the activities in this Module assures the ready availability of the minimal equipment needed.

Performance Objectives

Croquet Equipment Strike	Horseshoes Equipment Pitch	Tetherball Forehand strike
Badminton Ready position Underhand stroke Serve Forehand drive Backhand drive Overhead stroke	Roller Skating Skate forward Skate backward Turn right and left	

Dance and Individual Sports Module. The sense of satisfaction by attainment of the physical skills of the activities in this Module means a great deal to special students. Pre- and postassessment is concurrent with sport participation, so that the team and individual activities may continually be altered to motivate greater and better student participation and provide opportunity for everyone to develop to full potential. However, the sports' rules, playing areas and equipment can be easily modified to fit individual or group skill levels.

Performance Objectives

Track and Field Sprinting Standing long jump Softball throw 440-yard relay High jump Distance events	Gymnastics Tumbling Handstand Body balances Bending skills Leaps Turns Horizontal ladder
--	---

Rope jumping
Stunt combinations
Partner stunts

Folk Dance	Bowling
Circle formation	Delivery
Circle formation-partners	Accuracy
Step-Hop	
Schottische	
Polka	
Two-Step	

Outdoor Activities Module. Participating in everyday outdoor activities with students' family and friends builds a feeling of "belonging." The abilities needed for the four popular activities in this Module enable the student to continue his physical skills development as well as enhance his stamina, endurance and general fitness. Each activity is organized to facilitate students' social development as well. Understanding how to use the equipment needed is integral to the program. Teaching methods are structured but highly flexible to adapt not only to the students' levels but also to varied physical settings.

Performance Objectives

Camping	Hiking
Building & extinguishing a fire	Select proper attire
Preparing meals	Mature pacing
Raising & lowering a two-man tent	Uphill & downhill pacing
	Obstacles
Cross-Country Skiing	Backpacking
Ski on flat terrain	Identify equipment & attire
Ski downhill	Put on and take off a backpack
Ski uphill	Mature pacing
Get up from a fall	Uphill-downhill techniques
Change direction	Obstacles

Team Sports Module. Although of great value to all children, team sports are especially important to special students as an aid in the adjustment to socio-leisure activities. In addition to the physical skills needed and further development by the activities of this Module, social participation abilities of each are also greatly increased. Cooperating with teammates and giving and taking directions while

participating at even the minimal levels of these sports build positive self-worth. The degree of difficulty of each sport is easily adjusted to the level of each group while maintaining the competition and fun of participation.

Performance Objectives

Softball

Fielding
Batting
Running bases
Equipment

Kickball

Fielding
Running bases

Volleyball

Forearm pass
Underhand serve
Overhead pass
Spike
Block

Basketball

Chest pass
One-hand set shot
Dribbling
Lay-up
Rebounding
Guarding
Pivoting

Play and Motor Skills Activity Series: Early Childhood Programs

The eight books in this series provide a structured, sequential curriculum through which children with special needs can achieve success in a general physical education program (Wessel and Curtis Pierce, 1989). The first seven books provide games, detailed instructions, and checklists for teaching specific kinds of physical activities. Each activity book is divided into five to seven skills. Book Eight contains a curriculum for social skills, plus detailed guidelines and reproducible forms for planning teaching units and a home activities program.

The program is based on individual needs and learnings in order to foster feelings of confidence and self-worth. Mastery of one skill sets up motivation for the next. If this process is repeated often enough, a success syndrome develops as success breeds success.

Structured, yet highly flexible, the program methodically sets performance objective activities to develop each skill and establish standards for assessment.

The program is easily adaptable to individual school-home situations. It is not dependent on sophisticated equipment or special physical settings. An innovative teacher will find many opportunities to expand, vary or intensify activities to match each child's needs.

Materials Included in Each Book. Skills are sequenced by three levels, moving the child from rudimentary to more refined skills. The skill levels are stated as observable learning outcomes, and can be easily explained to the child. They become the performance objectives by which each activity, action word, and game can be matched to each child's needs and abilities.

Games keyed to skills are provided. Each book includes an alphabetized list of game sheets to help teachers plan lessons of high interest and promote social interaction skills.

Teaching Activities are sequenced within each skill level in the book as a continuum from total physical assistance or prompts to self-initiated learning activities. Action Words, verbal cues used in teaching the skill, are listed for each skill, and an alphabetized Index of Action Words helps teachers match cues to each child's level of understanding. Success is built into the sequential curriculum of skills and teaching activities. Learning Center suggestions help teachers plan group activities for the classroom/gym, playground, or park.

Checklists, to record child or class progress, are provided for each performance objective. Teachers can use one or both to record the entry performance level of each child and the following successes.

Performance Objectives: Skills in Each Book

Book One: Locomotor Activities. These seven locomotor skills are basic to all other motor skill learning-moving to learn and learning to move. These skills are used in play activities, at home and at school. They are vital to enhancing the quality of life for the special child.

Climbing Up and Down

Running

Jumping

Hopping

Book Two: Ball-Handling Activities. These six skills provide the foundation for perceptual-motor development and are basic to all game-playing activities involving ball skills.

- Rolling a Ball
- Throwing a Ball
- Catching a Ball
- Bouncing a Ball
- Kicking a Ball
- Hitting a Ball

Book Three: Stunts and Tumbling Activities. Six basic skills activities to help the child develop body awareness, balance, and general body coordination. These skills provide self-testing activities that enable the child to explore, discover, and create new shapes and images, both alone and with others.

- Log Roll
- Forward Roll
- Backward Roll
- Static Balance
- Dynamic Balance
- Parachute

Book Four: Health Fitness Activities. The five skills of this book are an integral part of the other skill areas. Games are indexed according to their level of contribution to health fitness.

- Abdominal Sit-ups
- Trunk and Leg Flexibility
- Walk-Run for Endurance
- Lift and Carry Objects
- Rest and Relaxation

Book Five: Rhythmic Activities. This book contains five sequential activities and related games that are readily adaptable to home activities and the classroom. The skills provide opportunities for the child to engage in individual and group activities.

- Move to Even Beat
- Move to Uneven Beat
- Accent
- Expressive Movement
- Singing Games

Book Six: Body Management Activities. These five fundamental skills for sensorimotor learning and environmental interaction encompass body awareness, directionality, laterality, spatial awareness, and body balance. Children learn about themselves and their environment by experiencing it physically.

- Body Actions
- Body Parts
- Shapes and Sizes
- Use of Space
- Directions in Space

Book Seven: Play Activities. These six skills allow the special child an opportunity to engage in many popular playground activities, in the school community and at home. These skills provide natural settings for each child to engage in individual and group activities.

- Hang from a Bar
- Push/Pull an Object
- Ride a Tricycle or Bicycle
- Slide Down a Slide
- Travel on a Scooter Board
- Swing on a Swing

Book Eight: Planning for Teaching. This guide provides the essentials of teaching the sequential curriculums in the seven activity books, containing reproducible plans, charts, lists, and much more.

- Planning the Unit and Lesson
- Planning a Home Activities Program
- Social Skills
- Planning Guide and Checklists
- Worksheets for Teaching and for Home Activities
- Master Lists of Action Words and Games
- Toy Guide for Children with Special Needs

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